

# Pre-Student Teaching Evaluation for Cooperating Teachers

*University of Rhode Island, School of Education*

Dear Cooperating Teacher,

I encourage you to complete this form toward the end of the pre-student teaching experience together with your student teacher. You will enter your evaluation on-line in TaskStream (instructions will follow).

You can also use this form along the way to reflect together with the student teacher on how he or she is progressing toward student teaching.

I am particularly keen on your comments. They are very helpful for the student teacher and allow us to set realistic goals for the student teaching period. In the fall semester student teachers will develop their own student teaching "syllabus." This includes personal goal setting. This in turn will form the basis for our supervision in the spring.

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	<b>0-1: Below Standard</b>	<b>2: Meets the Standard</b>	<b>3: Exemplary</b>	<b>Score/Comments</b>
<b>Standard 1 and 2 Content Pedagogy</b> During your interactions with and observations of your teacher candidate, do you believe that his or her general knowledge is adequate to begin student teaching?	<b>Below Standard</b> During activities, the teacher candidate <b>does not</b> accurately teach, model, or assess the content.	<b>Meets the Standard (*)</b> <b>Most</b> content taught, modeled, or assessed by the teacher candidate is accurate and error free, with minor revisions.	<b>Exemplary</b> <b>All</b> content taught, modeled, or assessed by the teacher candidate is accurate and error free.	
<b>Standard 3 Learner Specific</b> During your interactions with and observations of your teacher candidate, do you believe that she or he can design instruction at a level adequate to begin student teaching that meets the cognitive, social, and personal needs of students and is developmentally appropriate?	<b>Below Standard</b> Teacher candidate frequently is not able to deliver instructional activities appropriate for a targeted developmental level (e.g., instructional activity could be too challenging or not challenging enough). Teacher candidate frequently misses opportunities to incorporate students' interests and backgrounds to motivate student interest and learning.	<b>Meets the Standard (*)</b> On occasion, teacher candidate needs cooperating teacher support to deliver an instructional activity at the appropriate level. On occasion, teacher candidate misses opportunities to incorporate students' interests and backgrounds to motivate student interest and learning. at appropriate level.	<b>Exemplary</b> Teacher candidate adjusts instructional activities appropriate for students of different developmental levels. Teacher candidate consistently incorporates students' interests and backgrounds to motivate student interest and learning.	

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<b>Standard 4 Diversity of Learners</b> During your interactions with and observations of your teacher candidate, do you believe that he or she can design instruction at a level adequate to begin student teaching that reflects an understanding of the diversity of learners and how to make appropriate accommodations?	<b>Below Standard</b> Teacher candidate has expressed or demonstrated low expectations for or a resistance to teach any student with a learning or physical exceptionality, or from a diverse racial, ethnic, linguistic, or socioeconomic background.	<b>Meets the Standard (*)</b> Teacher candidate is in the process of developing high expectations for all learners and a willingness to teach all learners including students with learning or physical exceptionalities, and those from diverse racial, ethnic, linguistic, and socioeconomic backgrounds.	<b>Exemplary</b> Teacher candidate expresses and demonstrates high expectations for all learners and a willingness to teach all learners including students with learning exceptionalities, and those from diverse racial, ethnic, linguistic, and socioeconomic backgrounds.	
<b>Standard 5 Critical Thinking</b> During your interactions with and observations of your teacher candidate, do you believe that he or she can create instructional opportunities that encourage students' development of critical thinking, problem solving, and performance skills at a level adequate to begin student teaching?	<b>Below Standard</b> Teacher candidate relies heavily on rote, basic skills, or factual information to conduct instructional activities.	<b>Meets the Standard (*)</b> Teacher candidate demonstrates the ability to pose challenging and critical thinking questions or tasks to students but has missed one or more opportunities to do so.	<b>Exemplary</b> Teacher candidate consistently poses challenging and critical thinking questions or tasks to students.	

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<b>Standard 6 Environment</b> During your observations of your teacher candidate working with students, do you believe that she or he has the ability, at a level adequate to begin student teaching, to manage the classroom, encourage appropriate behavior and healthy social interactions, and create a learning environment that engages and motivates students?	<b>Below Standard</b> Teacher candidate is disorganized or is demonstrating difficulty establishing a relationship of mutual respect with students.	<b>Meets the Standard (*)</b> Teacher candidate is organized and, with guidance from the cooperating teacher, is developing strategies for building a relationship of mutual respect with students, and conveying expectations to students.	<b>Exemplary</b> Teacher candidate is well organized, has established a relationship of mutual respect with students, and clearly conveys expectations to students.	
<b>Standard 7 Collaborative Relationships</b> During observations of your teacher candidate's interactions with colleagues and parents, do you believe that he or she is an effective collaborator at a level adequate to begin student teaching?	<b>Below Standard</b> Teacher candidate is resistant to collaborative efforts with cooperating teacher. Teacher candidate misses opportunities to establish collaborative relationships with school personnel or parents in addition to the cooperating teacher.	<b>Meets the Standard (*)</b> Teacher candidate collaborates well with the cooperating teacher, but may not initiate opportunities. Teacher candidate conducts him or herself in a collaborative manner when interacting with other school personnel or parents in addition to the cooperating teacher.	<b>Exemplary</b> Teacher candidate maximizes the opportunities to collaborate with the cooperating teacher by engaging in professional discussions, requesting feedback, and offering suggestions. Teacher candidate shows initiative in establishing collaborative relationships with school personnel or parents in addition to the cooperating teacher.	

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<b>Standard 8 Communication Strategies</b> During your interactions with and observations of your teacher candidate, do you believe that she or he communicates effectively in the classroom using a variety of strategies at a level adequate to begin student teaching?	<b>Below Standard</b> Teacher candidate does not use appropriate language and tone, and is not developing strategies to manage student discourse using appropriate questions and counter examples. Teacher candidate has no knowledge of technological tools that foster communication.	<b>Meets the Standard (*)</b> Teacher candidate uses appropriate language and tone, and is developing strategies to manage student discourse using appropriate questions and counter examples. Teacher candidate shows a developing ability or willingness to learn about technological tools to foster communication.	<b>Exemplary</b> Teacher candidate uses appropriate language and tone, and is also able to elicit and manage student discourse using appropriate questions and counter examples. Teacher candidate demonstrates the ability to use technological tools to foster communication.	
<b>Standard 9 Assessment Strategies</b> During your interactions with and observations of your teacher candidate, do you believe that he or she has demonstrated the ability to accurately assess student learning at a level adequate to begin student teaching?	<b>Below Standard</b> Teacher candidate has difficulty accurately assessing student work.	<b>Meets the Standard (*)</b> Teacher candidate accurately assesses student work, but needs direction from the cooperating teacher to use assessment to further student learning.	<b>Exemplary</b> Teacher candidate accurately assesses student work and shows the ability to use assessment to further student learning.	

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<b>Standard 10 Professional Standards</b> In observing your teacher candidate, does he or she maintain professional standards in interactions with students, colleagues, and parents at a level adequate to begin student teaching?	<b>Below Standard</b> Teacher candidate has met all professional responsibilities (e.g., arriving on time, meeting all deadlines, respecting confidentiality, maintaining professional appearance, showing concern for the emotional, physical, and cognitive well being of students and school personnel).	<b>Meets the Standard (*)</b> Teacher candidate meets all professional responsibilities (e.g., arriving on time, meeting all deadlines, respecting confidentiality, maintaining professional appearance, showing concern for the emotional, physical, and cognitive well being of students and school personnel).	<b>Exemplary</b> Teacher candidate seeks opportunities to extend professional responsibilities (e.g., arriving early, initiating student clubs, providing after school tutoring, volunteering for a school function)	

<b>Do you recommend this candidate for student teaching?</b> Please leave detailed comments on teacher candidate if recommending "yes, with reservations" or "no"	No	Yes, with reservations	Yes	
<b>Cooperating Teacher Signature</b>				<b>Print name:</b>
<b>School Name</b>				<b>Circle one: Middle or High</b>
<b>Student Teacher Signature</b>				<b>Print name:</b>